



## More Rules for the Road Intake & Referral Post-Test

Let's look at these questions again. How did you do before? Please complete the quiz, correcting any answers as needed and adding the citation where the answer can be found. If you responded correctly to a question on the pre-test, you only need to cite the section where that information is found.

1. **Write a definition** of "referral" as it relates to early intervention.

---

---

---

---

**Cite the section where this information is found:** \_\_\_\_\_

2. **Define** "primary referral source."

---

---

---

---

**Cite the section where this information is found:** \_\_\_\_\_

3. **Define** "day" in reference to early intervention timelines.

---

---

---

---

**Cite the section where this information is found:** \_\_\_\_\_

4. **T or F** Upon receipt of the referral, the local point of entry (TEIS district office) shall appoint a service coordinator within five working days.

**Cite the section where this information is found:** \_\_\_\_\_

5. **T or F** The primary referral source shall refer the infant or toddler with suspected or known delays within two working days.

**Cite the section where this information is found:** \_\_\_\_\_

6. **T or F** The service coordinator will attempt to contact the family referred by phone or in person within five working days of receipt of the referral.

Participant's name \_\_\_\_\_ 6.14

**Cite the section where above information is found:** \_\_\_\_\_

7. If attempts to contact the family by phone or in person are unsuccessful, what should the service coordinator do?

**Cite the section where this information is found:** \_\_\_\_\_

---

---

---

---

---

8. During the initial meeting with the family, the incoming service coordinator shall (circle all that are true):

- a. Explain the scope of early intervention services to the family
- b. Tell the family where their child will be receiving services
- c. Discuss the family's procedural safeguards under IDEA Part C and provide a copy to the family for their records
- d. Request written parental consent for the multidisciplinary evaluation(s) and assessments
- e. Coordinate the multidisciplinary evaluation and assessment activities prior to the IFSP meeting

**Cite the section where this information is found:** \_\_\_\_\_

9. **T or F** If the parent or legal guardian refuses the referral to TEIS for the appointment of an incoming service coordinator, the public agency who has received the initial referral shall obtain, in writing, the parent's refusal, and document that they have been informed of their rights under IDEA Part C.

**Cite the section where this information is found:** \_\_\_\_\_

10. **T or F** If the family refuses referral to TEIS, but elects to pursue any early intervention service which must be supported through the lead agency, the agency helping the family will not be responsible for ensuring that all of the provisions and components included in the rights of the child and family under IDEA Part C are provided.

**Cite the section where this information is found:** \_\_\_\_\_

Tennessee Department of Education. (2001). *Rulemaking Hearing Rules of the State Board of Education Chapter 0520-1-10 Tennessee's Early Intervention System*. Tennessee Technological University Printing Services.



## **Module 6**

# **Getting to Know the Travelers Along the Way**

---

## **Building Resources**



# Building Resources





The pathways of the early intervention system can be difficult to navigate at times. The support of a good service coordinator can make a real difference to children and families.



*Walking with a friend in the dark is better than walking alone in the light. ~Helen Keller*

Quote DB. [Online]. Available: <http://www.quotedb.com/quotes/1748> [Retrieved: 2004, June 9].



As service coordinators walk in partnership with families, it is important that they recognize and respect the value of the informal resources that families already have available.





It is also important for them to know how to access formal resources, information, and services that support children and families.

Three of the seven service coordinator responsibilities under IDEA Part C make reference to helping families access resources by:

- Assisting families in identifying available service providers,
- Coordinating and monitoring the delivery of available services, and
- Informing families of advocacy services.





Complete the following, as  
noted in *Roadmap for the  
Journey-A Trainer's Guide*:

6.16 Building Resources Web  
Assignment

6.17 Building Resources in  
Everyday Routines,  
Settings, and Activities

6.18 Building Local Resources  
Brochures & Observations





## **Building Resources**

### **Web Assignment**

The pathways of the early intervention system can be difficult to navigate at times. The support of a good service coordinator can make a real difference to children and families. It is essential that service coordinators know how to access information and resources of use to families. This assignment will take time to do the appropriate research and should be done outside of formal training time.

Please complete these steps:

1. Visit the following websites and familiarize yourself with these state and federal programs.
2. Make a resource guide that you can refer to in your work. Include information from each website below, including the name, address, web address, phone number, contact person, and a very brief program summary or description. Your *TEIS Directory of Services* may be useful in gathering local contact information, where appropriate.
3. Place this information in a folder/notebook (or on index cards in a file box) and give to your trainer/supervisor for their approval.
4. Place a copy of this information in your portfolio. (If you choose to keep this information on index cards, a written statement of satisfactory completion of this activity can be placed in your portfolio by your trainer/supervisor.)

#### **1. TennHelp**

<http://www.tennhelp.com/>

#### **2. Tennessee Disability Pathfinder**

<http://kc.vanderbilt.edu/kennedy/tdir/>

#### **3. TennCare**

<http://www.state.tn.us/tenncare/index.htm>

Participant's name \_\_\_\_\_ 6.16a

#### **4. Tennessee State Resources**

**NICHCY** - A publication of the National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/stateshe/tn.htm>

#### **5. Children's Special Services (CSS)**

<http://www2.state.tn.us/health/MCH/css.htm>

#### **6. Head Start**

<http://www2.acf.dhhs.gov/programs/hsb/about/index.htm>

#### **7. Tennessee Department of Human Services - State Office**

<http://www.state.tn.us/humanserv>

#### **8. Division of Mental Retardation Services**

[http://www.state.tn.us/mental/mrs/mhmr\\_serv.html](http://www.state.tn.us/mental/mrs/mhmr_serv.html)

#### **9. Tennessee Family Support Program**

<http://kc.vanderbilt.edu/kennedy/pathfinder/famsup3a.html>

#### **10. Supplemental Security Income**

<http://www.socialsecurity.gov/pubs/11000.html#part1> –All about SSI

<http://www.socialsecurity.gov/pubs/10026.html> -Benefits for Children with Disabilities



## **Building Resources Web Assignment Trainer's Key**

The pathways of the early intervention system can be difficult to navigate at times. The support of a good service coordinator can make a real difference to children and families.

It is essential that service coordinators know how to access information and resources of use to families. This assignment will take time to do the appropriate research and should be done outside of formal training time.

Please instruct participant(s) to complete these steps:

1. Visit the following websites and read about these state and federal programs.
  2. Make a resource guide that you can refer to in your work. Include information from each website below, including the name, address, web address, phone number, contact person, and a very brief program summary or description. Your *TEIS Directory of Services* may be useful in gathering local contact information, where appropriate.
  3. Place your information in a folder (or on index cards in a file box) and give to your trainer/supervisor for their approval.
  4. Place a copy of this information in your portfolio. If you choose to keep this information on index cards, a written statement of satisfactory completion of this activity can be placed in your portfolio.
- 

### **Note to Trainer**

**In order to help you evaluate the satisfactory completion of this portfolio assignment, basic information from agency websites is being provided in this handout. Hopefully, this will save time you might otherwise spend viewing each individual website yourself.**

## 1. TennHelp

<http://www.tennhelp.com/>

TennHelp is a statewide website designed to find organizations and agencies across Tennessee that assist families.

## 2. Tennessee Disability Pathfinder

<http://kc.vanderbilt.edu/kennedy/tdir/>

The Tennessee Disability Pathfinder is a “good place to start” when seeking current information about community services around the state. It is a free, statewide information and referral service for persons with disabilities, family members, and service providers. The scope of information includes all disabilities and individuals of all ages. Service is provided in English and Spanish.

This office incorporates information and referral services with Tennessee Family Pathfinder, an Internet source of disability information available at [www.familypathfinder.org](http://www.familypathfinder.org). This website is maintained by Disability Pathfinder and includes a statewide database of disability services and support agencies in Tennessee as well as national resources and materials concerning various topic areas.

Tennessee Disability Pathfinder is a project of the Tennessee Council on Developmental Disabilities and is jointly sponsored by Vanderbilt Kennedy Center for Research on Human Development.

Statewide toll-free hot line:

Voice: 1-800-640-INFO (4636) (English and Spanish)

TTY: 1-800-273-9595

Disability Pathfinder is staffed by Coordinator Carole Moore-Slater, MS, who has more than three decades experience in disability services in Tennessee and by Emmy Hubbard, a resource specialist.

E-mail addresses: [carole.moore-slater@vanderbilt.edu](mailto:carole.moore-slater@vanderbilt.edu) and [emmy.hubbard@vanderbilt.edu](mailto:emmy.hubbard@vanderbilt.edu)

Local Address: 1810 Edgehill Avenue, Nashville, TN 37212

## Statewide Directory of Disability Services and Supports

Tennessee Disability Pathfinder publishes *Tennessee Services & Supports Directory*, a statewide directory, in three regional volumes (East, Middle, & West Tennessee), on a two-year cycle. A new directory will be available in January 2004. If interested in obtaining a new directory, it is important to contact Disability Pathfinder to place an order or complete a pre-order form available online. To request a directory, specify which region, and send name and address to Emmy Hubbard.

### 3. TennCare (Changes pending)

<http://www.state.tn.us/tenncare/index.htm>

The mission of TennCare is to facilitate a system of effective healthcare within a predictable budget for Tennesseans who are Medicaid eligible or who lack access to health insurance.

The vision of TennCare is to operate as a managed health care program. Care will be coordinated and organized so eligible Tennesseans get the right services in the right amount at the right time. This will be accomplished through risk sharing and partnering with financially sound insurance contractors with strong provider networks for service to the population.

### 4. Tennessee State Resources

NICHCY—A publication of the National Dissemination Center for Children with Disabilities

<http://www.nichcy.org/stateshe/tn.htm>

The offices listed on this state sheet are primarily state-level offices. Even if an office is not close to your home, they can usually put you in touch with resources in your community, as well as provide you with information and assistance about disability issues in your state. Disability-specific organizations and organizations especially for parents are included.

### 5. Children's Special Services (CSS)

<http://www2.state.tn.us/health/MCH/css.htm>

Children's Special Services (CSS) provides services to eligible children with special health care needs. CSS has three components: medical services, care coordination, and the *Parents Encouraging Parents* program. The first component provides medical services and reimbursement for medical care (surgery,

physicians/clinic visits), medical supplies, pharmaceuticals and therapies for children to age 21 years who meet medical and financial criteria.

The second component is care coordination. CSS coordinates primary and specialty care through the designated primary care physician and corresponding managed care organization network. Care coordinators assist the family in accessing many services (educational, medical, social, transportation, support, and advocacy).

The third component, *Parents Encouraging Parents*, links parents/families of children with special health care needs with other parents/families whose child may have the same or a similar disorder. CSS employs a team including a parent of a special needs child and a nurse or social worker to provide the support, linkage, and training for parents to assist them in the role of a support parent for other families.

## 6. Head Start

<http://www2.acf.dhhs.gov/programs/hsb/about/index.htm>

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age five, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

## 7. Tennessee Department of Human Services—State Office (Citizens Plaza Building)

<http://www.state.tn.us/humanserv>

400 Deaderick Street  
Nashville, TN 37248

Counties served: All

Type of organization: Government

Phone: 615-313-4700 Hotline: 800-270-1349

The mission of the Tennessee Department of Human Services (DHS) is to provide a quality system of coordinated human services to meet the changing needs of individuals, children and families in Tennessee. DHS helps protect the vulnerable and enables those in need to achieve self-sufficiency and to improve their quality of life. With more than 130 office locations, DHS is one of the few state agencies with offices in all 95 counties. It is responsible for a variety of functions including, but not limited to administering the Families First and Food Stamp programs, processing TennCare applications, regulating child care centers, managing child support services and providing a wide range of services to Tennesseans with disabilities.

## 8. Division of Mental Retardation Services

[http://www.state.tn.us/mental/mrs/mhmr\\_serv.html](http://www.state.tn.us/mental/mrs/mhmr_serv.html)

### Available services and supports

The DMRS strives to support both children and adults with mental retardation throughout Tennessee. An array of services and supports are available in both rural and urban communities. Contracted community providers offer support in prevention, early intervention, treatment, and habilitation services and supports based on the needs and choices of the people and families they serve.

Community services and supports are developed to promote opportunities for people, enabling them to gain as much control in their lives as possible.

The DMRS service delivery system offers state-funded long term supports and services included in the Medicaid Waiver Home- and Community-Based (HCBS) Services program. The Medicaid Waiver Program is administrated in conjunction with the Bureau of TennCare, Division of Long Term Care.

In addition, the DMRS coordinates early Intervention services and a grant funded Family Support Program.

## 9. Tennessee Family Support Program

<http://kc.vanderbilt.edu/kennedy/pathfinder/famsup3a.html>

### What is Family Support?

This program assists people with significant disabilities and their families to stay together in their homes and communities. The State of Tennessee funds the program. It helps families purchase services, supplies, and equipment. However, the program does not reimburse you for costs that are covered under other programs, including Medicaid waiver, TennCare, Medicare, or private insurance. It is not a substitute for comprehensive long-term services. Unlike most disability services, this program is directed by local and district councils and a statewide council. Persons with significant disabilities and family members serve on and lead these councils.

### How can Family Support help?

Services provided are flexible and respond to family needs.

- |                       |                        |                      |
|-----------------------|------------------------|----------------------|
| • Respite care        | • Equipment            | • Supplies           |
| • Home modifications  | • Insurance            | • Day care           |
| • Personal assistance | • Before/after care    | • Homemaker services |
| • Housing costs       | • Health-related needs | • Training           |
| • Transportation      | • Camp                 | • Nurses aide        |
|                       |                        | • Counseling         |



The list above does not include all covered services.

Who is eligible?

Many families who apply may be approved as eligible for services, but selection will depend on funding and priorities set by local councils. To be eligible, you must:

- Live fulltime in Tennessee,
- Have a severe disability which is likely to continue indefinitely,
- Have a disability that results in substantial functional limitations in three or more areas of life function, and
- Live in the community in an unsupported setting; must not be living in state funded or federally funded residential settings such as institutions or group homes.

How can I enroll in the program?

The State Division of Mental Retardation Services contracts with local community agencies to enroll families and provide services. Contact information available online.

## 10. Supplemental Security Income

<http://www.socialsecurity.gov/pubs/11000.html#part1> All about SSI

<http://www.socialsecurity.gov/pubs/10026.html> Benefits for Children with Disabilities

SSI is short for Supplemental Security Income. It pays monthly benefits to people who are age 65 or older, or blind, have a disability and who don't own much or have a lot of income. SSI isn't just for adults. Monthly benefits can go to disabled and blind children, too. People who get SSI can also usually get food stamps and Medicaid. Medicaid helps pay doctor and hospital bills.



## Building Resources in Everyday Routines, Settings, and Activities

When service coordinators first meet with families, it is important for them to remember that families already have resources unique to themselves that offer support for their needs. Communities in Tennessee have many resources available as well. Formal supports and services are important to families, but informal resources are also important.

Outside of formal training time, identify ten **specific** typical settings in your local communities that serve to promote the development and success of infants and toddlers. If you are new to the area, you might need to talk to other service coordinators or families in order to learn what is available in the counties you serve. If you are serving multiple counties, try to include examples from each county if possible. These settings could include libraries, parks, children's museums, bookstores, playgrounds, etc. Upon completion, share this with your trainer/supervisor and place a copy in your portfolio.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## **Building Local Resources Brochures & Observations**

### **Outside Assignment**

#### **Instructions for Trainer**

Service provider brochures and the *TEIS Directory of Services* (central directory) for local areas can assist service coordinators in learning about area resources. Brochures typically offer a quick, concise description of contact information, location of services provided, population served, funding mechanisms, and the types of services available from the provider.

Examples of providers that service coordinators typically need to learn about include Children's Special Services (CSS), Tennessee Infant Parent Service (TIPS), Family Support, Head Start, DMRS providers, Department of Human Services, local hospitals, local speech and hearing centers, occupational and physical therapists, assistive technology providers, durable medical equipment providers, TennCare, Supplemental Security Income (SSI), WIC, child care providers, etc.

Prior to this training activity, solicit copies of brochures from service providers in your area. (TEIS support staff who work with district contracts or the TEIS central directory may be able to help in requesting a supply of brochures for TEIS offices, if these are not already available.) Those individuals/agencies that contract to provide services for TEIS in your area should be targeted, because service coordinators will need to become familiar with those providers.

In order to help new service coordinators learn about local resources:

1. Provide a copy of the TEIS central directory for the participant's use and review.
2. Assemble copies of brochures, and instruct the participant(s) to carefully read each one as an outside assignment.
3. If time allows, you or an experienced service coordinator can arrange to review this information with the participants, discussing any interagency agreements, policies, history, etc. about working with the agencies represented in the brochures.
4. Instruct participant(s) to arrange to meet with and/or observe 3-5 key providers of services to children and families in your area, completing one

*Service Provider Information-Observation* form (6.18a) for each provider interview/observation.

Shadowing experienced coordinators on visits is one good way to meet providers and to begin to establish rapport with them. The trainer/supervisor will determine the exact number and choice of providers that will be most useful to the new service coordinator and will provide contact information to the coordinator to facilitate scheduling these observations. Following the observations, the participant will schedule a time to discuss the visits with the trainer/supervisor or their designee (other experienced service coordinator).

The purpose of these meetings is for the new coordinator to learn about area programs by talking directly to those administering those programs and/or by observing programs in action. For example, a new service coordinator might meet with a teacher from a DMRS program and observe children in a classroom setting, or the new coordinator might meet with a TIPS regional lead teacher to learn about their program and then accompany a parent advisor on one home visit. Obviously, families would need to be informed and give their approval before any such observations occur.



## **Service Provider Information—Observation Form**

The purpose of this visit is for the service coordinator to learn about the supports and services offered by an early intervention service provider. This will help inform the service coordinator of available resources that benefit children and families. The participant will gather the information below:

**1. Name of service provider/agency:**

---

---

**2. Address of provider:**

---

---

---

**3. Provider contact person:**

---

**4. Provider Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_  
**E-mail:** \_\_\_\_\_

**5. Counties served by provider:**

---

**6. Age group served by provider:**

---

**7. Program mission/philosophy:**

---

---

---

---

**8. Description of services provided:**

---

---

---

---

---

Participant/observer's name \_\_\_\_\_ 6.18a

**9. Settings/locations where services may be provided:**

---

---

---

**10. Funding sources:**

---

---

**11. Transportation:**

---

---

---

**12. How caregivers are included:**

---

---

---

---

---

**13. Specific approach or curricula used:**

---

---

---

---

---

---

**14. Program referral process:**

---

---

---

---

---

**15. Additional information that will help the service coordinator understand how the program benefits families:**

---

---

---

---

---

---

---

---